### Title of Instructional Materials: Math in Focus (Singapore)

**Grade Level**: Grade K

### Summary of Insert Name of Instructional Materials Here

Overall Rating:	<ul><li></li></ul>	Important Mathematical Ideas:	☐ Weak (1-2) ☐ Moderate (2-3) ☑ Strong (3-4)
Summary / Justification / Eviden It is very research-based, the pacing evident. This program would have K level).	g is good, and problem solving is	Summary / Justification / Eviden	ace:
Skills and Procedures:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>	Mathematical Relationships:	<ul><li>Weak (1-2)</li><li>Moderate (2-3)</li><li>Strong (3-4)</li></ul>
<b>Summary / Justification / Eviden</b> Skills were thoroughly covered, but		Summary / Justification / Eviden	ace:



Title of Instructional Materials: Ma

Mathin Focus - The Singapore Approach (Mc Educations)

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Shapters 4, 5, 8, 9, 15, 17, 18, 419

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Title of Instructional Materials:



## Documenting Alignment to the Standards for Mathematical Practice

#### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapter 1, 2, 4, 6, 9, 12, 17, 18, 420

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Title of Instructional Materials:



## Documenting Alignment to the Standards for Mathematical Practice

#### 3. Construct viable arguments and critique the reasoning of others.

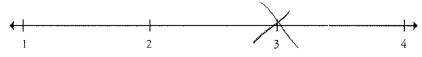
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chyters 2, 3, 4, 6, 9, 17, 18, +20

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



al Materials: Math in Figure

Title of Instructional Materials:

## Documenting Alignment to the Standards for Mathematical Practice

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

ate 2, 3, 4, 6, 9, 14, 17, +18

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



## Documenting Alignment to the Standards for Mathematical Practice

#### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

confer 4, 6, 11, 13, 15, 16, 19, 420

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Title of Instructional Materials:



## Documenting Alignment to the Standards for Mathematical Practice

#### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Orgton 2, 3, 4, 6, 9, 11, 13, 15, 17, 18, 19, +20

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



## Documenting Alignment to the Standards for Mathematical Practice

#### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 3, 4, 6, 9, 14,

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



## Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Chyters 7, 8, 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Title of Instructional Materials: Math in

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
K.CC.1	Important Mathematical Ideas				
Count to 100 by ones and by tens.	1 2 3 4				
	Skills and Procedures  1 2 3 4				
	Mathematical Relationships  1 2 3 4				
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapters 142; 9,14	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating  1 2 3 4				

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Title of Instructional Materials:

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
K.CC.2	Important Mathematical Ideas				
Count forward beginning from a given number within the known sequence instead of having to begin at 1).	Important Walliemalical races	1 2 3 4			
	Skills and Procedures	1 2 3 4			
	Mathematical Relationships	1 2 3 4			
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chylers 2, 6, 9, 12, 14, 417	Portions of the domain, clus developed in the instruction	ster, and standard that are missing or not well nal materials (if any):			
	Overall Rating	1 2 3 4			

Title of Instructional Materials: Mathin

Know number names and the count sequence	names and the count sequence Summary and documentation of how the domain, cluster, and star met. Cite examples from the materials.				
K.CC.3.	Important Mathematical Ideas	4.1	1		
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).		1	2	3	4
	Skills and Procedures	<b>4</b>	2	3	4
	Mathematical Relationships	1	2	3	<del> </del>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapters 1, 2, 7, 6, 9, 12, 17, 18,20 Part A Part B	Portions of the domain, clu developed in the instruction			re missing or no	ot well
	Overall Rating	1	2	3	4

Title of Instructional Materials: \_\_\_\_\_\_\_\_

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.CC.4a	Important Mathematical Ideas	1.			
<ol> <li>Understand the relationship between numbers and quantities; connect counting to cardinality.</li> </ol>	1 2 3	4			
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Skills and Procedures  1 2 3	4			
	Mathematical Relationships  1 2 3	<del></del>			
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Congtens 1,2,4,6 (Pont A)	Portions of the domain, cluster, and standard that are missing developed in the instructional materials (if any):	or not well			
Capters 1,2,4,6 (Put A) Capters 9,12,17,20 (Put B)					
	Overall Rating  1 2 3	4			

Math in Focus

Title of Instructional Materials:

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.CC.4b	L d. A. O. Sh	. 1	1		
<ol> <li>Understand the relationship between numbers and quantities; connect counting to cardinality.</li> </ol>	Important Mathematical Ideas	1	2	3	4
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	73	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chipters 1,2,4,5 (RodA) Chipters 9,14,17,+18 (P+B)	Portions of the domain, clus developed in the instruction			re missing or no	ot well
Carpor 9,14,17,+18 (P+B)					
	Overall Rating	1	2	3	4

Title of Instructional Materials:



Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.CC.4c	Important Mathematical Ideas	<i>i</i> 1	ſ	$\langle \cdot \rangle$	1 s
Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Matternascal (deas	1	2	3	4
c. Understand that each successive number name refers to a quantity that is one larger.	Skills and Procedures	1	2	3	<del> →</del> 4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
apter 6, 8,9, 14, 420	Portions of the domain, clu developed in the instruction			re missing or n	ot well
	Overall Rating	1	2	3	4

Title of Instructional Materials: Mathin

Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.				
K.CC.5  Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Important Mathematical Ideas  1 2 3 4			
	Skills and Procedures  1 2 3 4			
	Mathematical Relationships  1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Classes 1, 2, 4 + 6 (Past A)  Classes 9, 14, 17, 20	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating  1 2 3 4			

Title of Instructional Materials:

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.CC.6	Important Mathematical Ideas				
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. <sup>1</sup>	1 2 3				
	Skills and Procedures				
	1 2 3				
	Mathematical Relationships  1 2 3 4				
	Summary / Justification / Evidence				
Include groups with up to ten objects.  Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chytes 4, 6, 9, +14	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating 1 2 3 4				

Title of Instructional Materials: Math in France

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.CC.7  Compare two numbers between 1 and 10 presented as written numerals.	Important Mathematical Ideas  1 2 3 4				
	Skills and Procedures  1 2 3 4				
	Mathematical Relationships  1 2 3 4				
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Dugton 2, 6, 49	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating  1 2 3 4				

Title of Instructional Materials: \_\_\_



Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
K.OA.1	Important Mathematical Ideas	. 1	ŧ		1.
Represent addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Important Mainemanca rueas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del> →</del> 4
1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence				
	Portions of the domain, cludeveloped in the instruction			re missing or no	ot well
	Overall Rating	<b>←</b> [		3	4

Math in Facus

Title of Instructional Materials:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.OA.2  Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Important Mathematical Ideas	1	2	3)	4
	Skills and Procedures	i	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chytale, 9, 14, 17, 418	Portions of the domain, clu developed in the instruction			re missing or n	ot well
	Overall Rating	<del>                                      </del>	1 2	3	<b>→</b> 4

Title of Instructional Materials: Math in

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentati met. Cite examples from the			uster, and stand	dard are
K.OA.3	Important Mathematical Ideas	4 1	ı	· · · · · · · · · · · · · · · · · · ·	
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	important mathematicas lucas	1	2	3	4
	Skills and Procedures	<del>                                      </del>		<del></del>	<del></del>
		Ì	2	3	4
	Mathematical Relationships	<del>(                                     </del>		<del></del>	<del></del>
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chigher 6, 9, 12, 17,418	Portions of the domain, clu developed in the instruction			re missing or no	ot well
	Overall Rating	<del>                                      </del>	2	3	4

Title of Instructional Materials:

# Math in tacks

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.4  For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Important Mathematical Ideas  1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
Indicate the chapter(a) coeficies(a) and/or nage(a) reviewed	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 1 2 3 4

Title of Instructional Materials: Math in

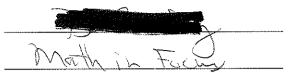
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.5	Important Mathematical Ideas
Fluently add and subtract within 5.	1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1  2  3  4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Augtons 6, 9, 17, 418	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating    1

Title of Instructional Materials: Mathin Facus

MATHEMATICS: GRADE K - NUMBER AND OPERATIONS IN BASE TEN - K.NBT

Work with numbers 11–19 to gain foundations for place value.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
K.NBT.1	Important Mathematical Ideas	<del>- </del>
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1 2 3	4
	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	<del>- →</del> 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapter 14	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	ell
	Lita Jundie	
	Overall Rating	<del></del>

Title of Instructional Materials:



#### MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.1	Important Mathematical Ideas
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1 2 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chyters, 5, 7, 15, 16, 19, +20	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Reting
	Overall Rating  1 2 3 4

Title of Instructional Materials:



#### MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard at met. Cite examples from the materials.	re
K.MD.2	Important Mathematical Ideas	<b>د</b> ا
Directly compare two objects with a measurable attribute in common, to see which object has "more of'/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	1 2 3	4
	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	<b>→</b> 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapters 2,3,6 (Path) Chapters 9,15,419 (Path)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	l
	Overall Rating  1 2 3 4	<b>→</b>

Title of Instructional Materials:



#### MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Classify objects and count the number of objects in each category.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
K.MD.3	Important Mathematical Ideas	
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1	aniportant Mathematical Ideas	1 2 3 4
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	1 2 3 4
Limit category counts to be less than or equal to 10.	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chater 5, 6, 9, 1446	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Title of Instructional Materials:



Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.1	Important Mathematical Ideas
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chapters 6,7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 1 2 3 4

Title of Instructional Materials:

# Mathin Form

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.2  Correctly name shapes regardless of their orientations or overall size.	Important Mathematical Ideas  1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1  3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chapters 7,9,16,419	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating
	1 2 3 4

Reviewed	Ву:
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Mah in Film

Title of Instructional Materials:

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.3  Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Important Mathematical Ideas  1  3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1  3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Cipter 7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4

Title of Instructional Materials: Mathin Focus

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.4  Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Important Mathematical Ideas  1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
afer	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4

Rev	iewed	By:
		_

Math in France

Title of Instructional Materials:

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.	ard are
K.G.5  Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Important Mathematical Ideas  1 2 3	<del> </del>
	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	<del> →</del>
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapter 7	Portions of the domain, cluster, and standard that are missing or not developed in the instructional materials (if any):	t well
	Overall Rating  1 2 3	<del>                                     </del>

Title of Instructional Materials:

# Math in frehr

Analyze, compare, create, and compose shapes.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
K.G.6  Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Important Mathematical Ideas	
	important matrometros. Teorem	1 2 3 4
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chyler 7	Portions of the domain, cludeveloped in the instruction	ister, and standard that are missing or not well materials (if any):
	Overall Rating	<b>←                                    </b>



Title of Instructional Materials:



Singapore Approach Houghton Milflin

1. Make sense of problems and persevere in solving them.

Documenting Alignment to the

Standards for Mathematical Practice

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Lesson 4 Pg. 17

Summary/Justification/Evidence

Picture,

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):





Reviewed By:	
Title of Instructional Materials:	

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a needed during the manipulation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapter 17 & 18

Summary/Justification/Evidence

Symbols to represent

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



	Reviewed by.
	Title of Instructional Materials:
Pocumenting Alignment to the Standards for Mathematical Practice	
construct viable arguments and critique the reasoning of others.  athematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They are can build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking em into cases, and can recognize and use counterexamptes. They justify their conclusions, communicate them to others, and respond to the arguments others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically officient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed.  d—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, agrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, indents fearn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they are sense, and ask useful questions to clarify or improve the arguments.  Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):  Overall Rating  Overall Rating	
make conjectures and build a logical progression of statements them into cases, and can recognize and use counterexamples. To of others. They reason inductively about data, making plausible proficient students are also able to compare the effectiveness of and—if there is a flaw in an argument—explain what it is. Elen diagrams, and actions. Such arguments can make sense and be students learn to determine domains to which an argument applied.	to explore the truth of their conjectures. They are able to analyze situations by breaking they justify their conclusions, communicate them to others, and respond to the arguments arguments that take into account the context from which the data arose. Mathematically f two plausible arguments, distinguish correct logic or reasoning from that which is flawed, mentary students can construct arguments using concrete referents such as objects, drawings, correct, even though they are not generalized or made formal until later grades. Later, lies. Students at all grades can listen or read the arguments of others, decide whether they
Indicate the chapter(s), section(s), or page(s) reviewed.	
Summary/Justification/Evidence  Math Talk  And Evaluation to accommodate the summary of the summ	Overall Rating  1 2 3

Reviewed By:	
Title of Instructional Materials:	

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapter 5 Investigating real life

big & Small things

Chapter 7 Solid Shape, in everyday

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

hdicate the chapter(s), section(s), of

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:	

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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapter 3

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

#### 7. Look for and make use of structure.

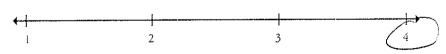
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 11 Lesse 142 Ch. 13 Lesse 1

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):





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Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chap 13 Repeating Patterns.

Chap 7 Lessa (-

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.1	Important Mathematical Ideas
Count to 100 by ones and by tens.	2 3 4
	Skills and Procedures  2 3 4
	Mathematical Relationships
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Couldn't Fired	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

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Know number names and the count sequence	Summary and documentation met. Cite examples from the			luster, and stan	dard are
K.CC.2  Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Important Mathematical Ideas	<del>( ]</del>	2	3	4
	Skills and Procedures	1	2	(3)	<del> →</del> 4
	Mathematical Relationships	<del>(   </del>	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapter 9 Lesson 7	Portions of the domain, clu developed in the instructio			re missing or n	ot well
	Overall Rating	<del> </del>	2	3	4

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Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	re
K.CC.3.  Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Important Mathematical Ideas  1 2 3	<u></u> 4
	Skills and Procedures  1 2 3	<b>⇒</b>
	Mathematical Relationships  1 2 3	4)
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Chapter 9 Lesson 5  14 Lesson 2	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	l
	Overall Rating	5

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Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<ul><li>K.CC.4a</li><li>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</li></ul>	Important Mathematical Ideas
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Chapter 9 Lesson    Lesson	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4

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Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how to materials	the domain, clu	ister, and st	andard are
<ul><li>K.CC.4b</li><li>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</li></ul>	Important Mathematical Ideas	<del>+  </del> 1	2	3	4
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del>(- </del>	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Chapter II (esson (	Portions of the domain, clus developed in the instruction			e missing or	not well
	Overall Rating	<del></del>	2	3	<del>+</del>

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Count to tell the number of objects.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
K.CC.4c     Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1	2	3	4
c. Understand that each successive number name refers to a quantity that is one larger.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	(1)
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapk 9 Lesso-1	Portions of the domain, cludeveloped in the instruction			e missing or	not well
	Overall Rating	1	2	3	4

Reviewed By:	
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#### MATHEMATICS: GRADE K - COUNTING AND CARDINALITY - K.CC

Summary and documentation of how the domain, cluster, and standard are Count to tell the number of objects. met. Cite examples from the materials. K.CC.5 Important Mathematical Ideas Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Lesson 3 Pg 11 Lesson 3 Pg 46 d 47 Chapter 2 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating



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Compare numbers.	Summary and documentati met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and star	ndard are
K.CC.6  Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	3	Á
	Summary / Justification / E	Evidence			
1 Include groups with up to ten objects. Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapter 6 Lesson 5 Lesson 6 Chapter 9 Lesson 3	Portions of the domain, cl developed in the instruction	iuster, and s onal materia	tandard that ar Is (if any):	e missing or	not well
Chapter of Lessans	Overall Rating	<del></del>	2	3	

Reviewed By:	
Title of Instructional Materials:	

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.7  Compare two numbers between 1 and 10 presented as written numerals.	Important Mathematical Ideas  2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Reviewed By:	
Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentati met. Cite examples from the	on of how e material	the domain, clos.	uster, and st	tandard are
K.OA.1  Represent addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Important Mathematical Ideas	<del>(                                     </del>	2	3	4
CAPICOSIONO, OI CQUERONO.	Skills and Procedures	<del>(                                     </del>	2	3	
	Mathematical Relationships	1	2	1 3	4
1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
Chapter 17 Chapter 18 Chapter 4 Lessa 8	Portions of the domain, cluded developed in the instruction			e missing o	r not well
Chapter 4 Lesson X	Overall Rating	1	2	1 3	4

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
K.OA.2	Important Mathematical Ideas	4-1			<del>-</del>
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del></del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Chapter 4 Wkbk (7/18  Chapter 17 Wkbk 16/17	Portions of the domain, cludeveloped in the instruction	ister, and s nal materia	tandard that are	e missing or	not well
	Overall Rating	1	2	3	4



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Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.3  Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Important Mathematical Ideas  2 3 4
	Skills and Procedures  2 3 4
	Mathematical Relationships  2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Didn't Find	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.OA.4  For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Important Mathematical Ideas	<b>∢-[</b> I	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del>(- </del>	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Chapter 12 Lesson1  Chapter 14 Lesson1	Portions of the domain, clu developed in the instructio			re missing o	r not well
	Overall Rating	<del>                                      </del>	2	3	4



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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
K.OA.5 Fluently add and subtract within 5.	Important Mathematical Ideas		
	Skills and Procedures  1 3 4		
	Mathematical Relationships  1  2  3  4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Chapter 18 Wkbie 20	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating  1 2 3 4		

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#### MATHEMATICS: GRADE K - NUMBER AND OPERATIONS IN BASE TEN - K.NBT

Work with numbers 11–19 to gain foundations for place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.NBT.1  Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8);	Important Mathematical Ideas 1 1 1 1 2 3 4
understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Skills and Procedures 2 3 4
	Mathematical Relationships  2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Didn't Find	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1



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Title of Instructional Materials:		

## MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.1	Important Mathematical Ideas
Describe measurable attributes of objects, such as length or weight.  Describe several measurable attributes of a single object.	1 2 3
	Skills and Procedures  1 2 3
	Mathematical Relationships  1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Cood real life pictures
Chapter 15 19	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 E

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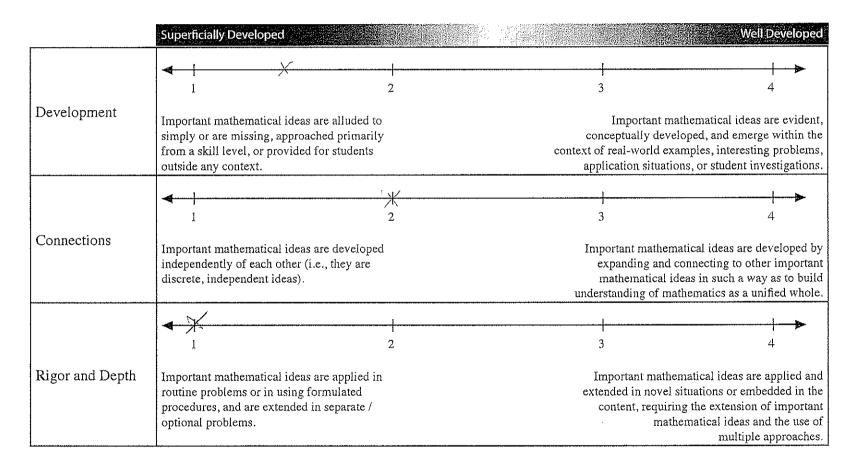
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#### MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

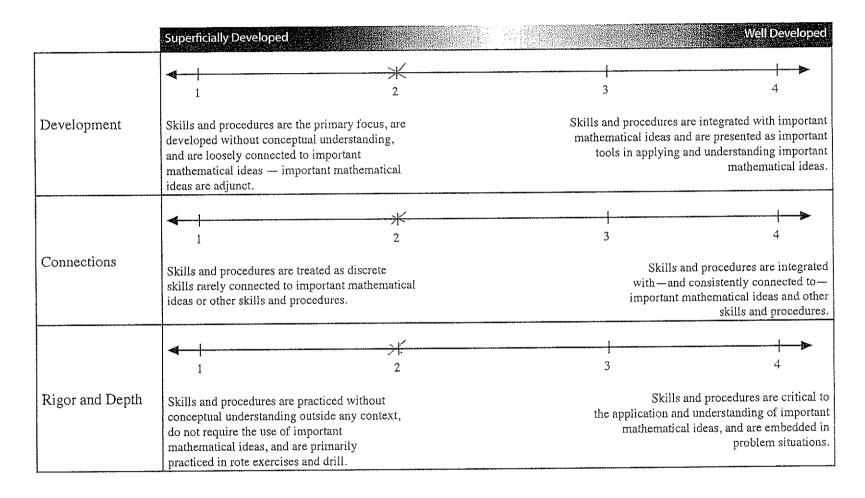
Describe and compare measurable attributes.	Summary and documentation met. Cite examples from the	on of ho e materi	ow the domain, c	luster, and stan	dard are
K.MD.2  Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Important Mathematical Ideas	1	2	- I	<b>→</b> 4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3)	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus			re missing or n	ot well
Chapter 4 Lesson 6 16 Lesson 1 2	developed in the instruction	nal mate	erials (if any):		
	Overall Rating	1	2	(3)	4

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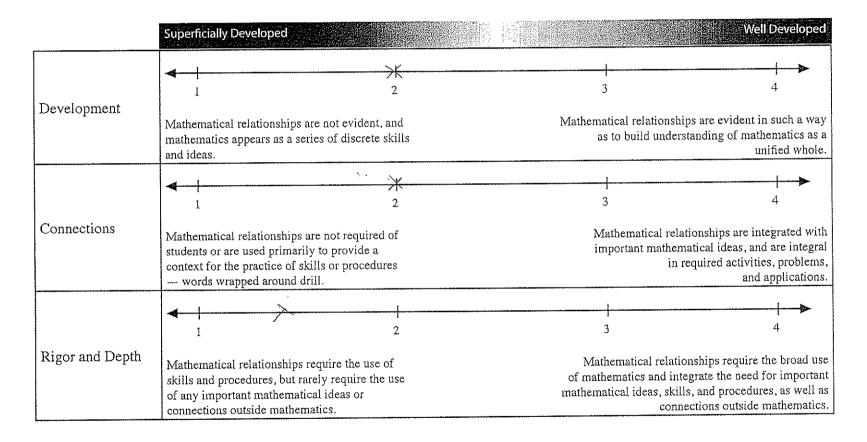
## Important Mathematical Ideas: Understanding the scoring



## Skills and Procedures: Understanding the scoring



## Mathematical Relationships: Understanding the scoring



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Title of Instructional Materials:	

Know number names and the count sequence	Summary and documentati met. Cite examples from the	on of how the materials.	he domain, clus	ster, and stand	ard are
K.CC.3.  Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Important Mathematical Ideas	1	2	3	4
as the manufact of mile there is	Skills and Procedures	1	2	3	<del> →</del> 4
to the state of th	Mathematical Relationships	1	2	3	4
132 Transfer 18	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  unit I problem to 10; Property was dely,  word, & manual applications  Ulyrae To mite	Portions of the domain, cludeveloped in the instruction	uster, and s onal materia	tandard that are	e missing or n	ot well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stand	lard are
K.CC.4a      Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1	2	3	<del></del>
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Skills and Procedures	<del>(                                     </del>	2	3	<b></b> → 4
	Mathematical Relationships	1	2	3	<del> →</del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction	ster, and st	andard that are	e missing or n	ot well
	Overall Rating	<del>                                      </del>	2	3	4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how to materials.	he domain, clus	ter, and stand	iard are
K.CC.4b	Important Mathematical Ideas	<del>                                     </del>			<del></del>
<ol> <li>Understand the relationship between numbers and quantities; connect counting to cardinality.</li> </ol>		1	2	3	4
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	ister, and si nal materia	tandard that are Is (if any):	missing or n	ot well
	·				
	Overall Rating	<del>1</del>	2	3	4

18

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ter, and stand	lard are
K.CC.4c	Important Mathematical Ideas	4			
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Accus	1	2	3	4
<ul> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ul>	Skills and Procedures	+			<del> </del>
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Marseng # N (unit 2)	Mathematical Relationships	<del>(                                     </del>	<del></del>	3	4
	Summary / Justification / E	vidence			
	Portions of the domain, clu	ster, and st	andard that are	missing or n	ot well
	developed in the instructio	nal materia	ls (if any):		
	Overall Rating	4.1		1	
	<u> </u>	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ter, and stand	dard are
K.CC.5  Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	<del> →</del>
	Mathematical Relationships	1	2	3	<del></del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instructio	ster, and st nal materia	andard that are	missing or n	ot well
	Overall Rating	+			<del></del>
		1	2	3	4

20

Reviewed By:	
Title of Instructional Materials:	

Compare numbers.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	iter, and stand	dard are
K.CC.6	Important Mathematical Ideas	<del>(                                     </del>			<del></del>
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. <sup>1</sup>		1	2	3	4
	Skills and Procedures	<del></del>			<del></del>
		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	Evidence			
1 Include groups with up to ten objects.  Indicate the chapter(s), section(s), and/or page(s) reviewed.					
the more, the last of the last	Portions of the domain, cludeveloped in the instruction	uster, and st onal material	andard that are	missing or n	ot well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Compare numbers.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
K.CC.7  Compare two numbers between 1 and 10 presented as written numerals.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	<del> →</del> 4
	Mathematical Relationships	<del>(                                     </del>	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Design the transfer to the tran	Portions of the domain, clu developed in the instructio			e missing or n	ot well
	Overall Rating	<del>1</del>	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Know number names and the count sequence	Summary and documenta met. Cite examples from t	tion of how t he materials	he domain, clus	ster, and stan	dard are
K.CC.1  Count to 100 by ones and by tens.	Important Mathematical Idea	1	2	3	<del></del>
	Skills and Procedures	<b>← !</b>	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification /	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Questing Connected to pure side, not at a constant to pure side, not at a constant to pure (unit)	Portions of the domain, of developed in the instruct	luster, and s ional materia	tandard that are	e missing or r	not well
und to to co	Overall Rating	<del>                                      </del>	2	<del> </del> 3	<del>                                  </del>

Reviewed By:	
Title of Instructional Materials:	

Know number names and the count sequence	Summary and documentati met. Cite examples from the			ster, and stan	dard are
K.CC.2	Important Mathematical Ideas	<b>4</b>	ŀ	. 1	
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	,	1	2	3	4
	Skills and Procedures	<del>                                     </del>	2	<del> </del> 3	<b>→</b>
	Mathematical Relationships				
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Country up (217) patter de on a # hije (258) Gehale Ver Yoursbert (289)	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	<del>                                      </del>	<del> </del> 2	3	<del></del>

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

#### MATHEMATICS: GRADE K - OPERATIONS AND ALGEBRAIC THINKING - K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				dard are
K.OA.1			,	5	
Represent addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	4-			<del></del>
		1	2	3	4
	Mathematical Relationships	<del></del>			
		1	2	3	4
Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
unit 4 odding & cutton into a the a three and -	Portions of the domain, cluded developed in the instruction	ster, and st nal materia	andard that are ls (if any):	missing or n	ot well
Indicate the chapter(s), section(s), and/or page(s) reviewed.  unit 4 odding & outsout to the a three address on a special to the a three address on a special to the a three address of the automate to the a					
	Overall Rating	<del>+   </del>			<del></del>

The Charles A. Dana Center

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# Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the Common Core State Standards for Mathematics

Kindergarten



# Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education, and

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Reviewed By:	
•	
Title of Instructional Materials	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE K - COUNTING AND CARDINALITY - K.CC

Summary and documentation of how the domain, cluster, and standard are Know number names and the count sequence met. Cite examples from the materials. K.CC.1 Important Mathematical Ideas Count to 100 by ones and by tens. like the Comparrisin of like values - Studies matche! (P. 5, 12, 17 etc) numbers other Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 2-19 BKA Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
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Title of Instructional Materials:	
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Know number names and the count sequence	Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.				
K.CC.2	Insuranta at Martin and Salata				
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	1 3	<del></del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Noviewed all suggested produced have the stretchests and hence to stretchests and hence to sure But always begun will one.	Portions of the domain, clu developed in the instruction			missing or no	ot well
Work.	Overall Rating	<b>←</b> 1		1	<b>→</b> 4

Reviewed By:	
Title of Instructional Materials:	

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				dard are
<ul><li>K.CC.3.</li><li>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</li></ul>	Important Mathematical Ideas	1	2	3	4
e per	Skills and Procedures	<b>←</b>   1	2	3	4
nunerous per	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):				
	Overall Rating	4.1			
		1	2	3	4